Challenges We Face

• More clients to serve
• Provide existing or expanded services with the same or fewer resources
• Changing technology
Cost-Effective Career Services

Avoid overserving or underserving individuals by using readiness assessment (screening) to match needs with services.
Pyramid of Information Processing Domains

- Self Knowledge
- Occupational Knowledge

Knowledge Domains
Pyramid of Information Processing Domains

- CASVE Cycle
- Decision-Making Skills Domain
- Knowledge Domains
- Self Knowledge
- Occupational Knowledge
Pyramid of Information Processing Domains

- Executive Processing Domain
- Decision-Making Skills Domain
- Knowledge Domains
- CASVE Cycle
- Meta-cognitions
- Self Knowledge
- Occupational Knowledge
Pyramid of Information Processing Domains

- Knowing about myself
- Knowing my options
- Knowing how I make decisions
- Thinking about my decision making

Client Version
CASVE Cycle

Communication
Identifying the problem - the gap
CASVE Cycle

Communication
Identifying the problem - the gap

Analysis
Thinking about alternatives
CASVE Cycle

- **Communication**
  - Identifying the problem - the gap

- **Analysis**
  - Thinking about alternatives

- **Synthesis**
  - Generating likely alternatives
CASVE Cycle

**Communication**
Identifying the problem - the gap

**Analysis**
Thinking about alternatives

**Valuing**
Prioritizing alternatives

**Synthesis**
Generating likely alternatives
CASVE Cycle

Communication
Identifying the problem - the gap

Execution
Taking action to narrow the gap

Analysis
Thinking about alternatives

Valuing
Prioritizing alternatives

Synthesis
Generating likely alternatives
CASVE Cycle

Communication
Identifying the problem - the gap

Execution
Taking action to narrow the gap

Analysis
Thinking about alternatives

Valuing
Prioritizing alternatives

Synthesis
Generating likely alternatives
CASVE Cycle

Knowing I Need to Make a Choice
Knowing I Made a Good Choice

Implementing My Choice

Understanding Myself and My Options

Choosing An Occupation, Program of Study, or Job

Expanding and Narrowing My List of Options

Client Version
Readiness

The capability of an individual to make appropriate career choices taking into account the complexity of family, organizational, social, and economic factors that influence career development.
Readiness Model

Capability
(low)  (high)
Capability

Cognitive and affective capacity to engage in effective career choice behaviors
Capability

• **Honest** exploration of values, interests, and skills
• **Motivated** to learn about options
• Able to **think clearly** about career problems
• **Confident** of their decision-making ability
• Willing to **assume responsibility** for problem solving
• Aware of **how** thoughts and feelings influence behavior
• Able to **monitor and regulate** problem solving
Readiness Model

Complexity (high)

(low)
Complexity

Contextual factors, originating in the family, society, employing organizations, or the economy, that make it more difficult to solve career problems and make career decisions
Complexity

- Family factors
- Social factors
- Economic factors
- Organizational factors
Family Factors

• Family responsibilities and influence - may support or detract
• **Deferral**, e.g. compromise career development to meet needs of spouse or children or parents
• **Role overload**, e.g. roles of worker, parent, son/daughter, homemaker, student
• **Dysfunctional family input**, e.g., over-functioning parents
Social Factors

- Social support, e.g. modeling, networking, and caring - good
- Discrimination, e.g. gender, race, ethnicity, age, religion, sexual orientation, disability status, obesity, poverty, and immigration status - bad
- Stereotyping, lack of role models, bias in education, and harassment in education and employment - bad
Economic Factors

• **General**, e.g. rate of change in the labor market - influences stability of occupational knowledge

• **Personal**, e.g.
  – influence of poverty on housing, health care, and childcare
  – difficulty in funding education and training
Organizational Factors

- **Size**, e.g. large organizations with an internal employment market - more options, more complexity
- **Organizational culture**, e.g. amount of support provided for career development - less support, more complexity
- **Stability**, e.g., less predictable opportunity structure, more complexity
CIP Readiness Model

Complexity (high)

Capability (low) (high) (low)
CIP Readiness Model

- Complexity (high)
- Capability (low)

High readiness
No support needed
(Self-Help mode)
CIP Readiness Model

Complexity (high)

Capability
(low) (high)

Moderate readiness
Moderate to low degree of support needed
(Brief Staff-Assisted Services)

(low)
CIP Readiness Model

- **Complexity (high)**
  - Moderate readiness
  - Moderate to low degree of support needed
  - (Brief Staff-Assisted Services)

- **Capability (low)**
CIP Readiness Model

Complexity (high)

Low readiness
High degree of support needed
*Individual Case-Managed Services*

Capability (low)
CIP Readiness Model

**Complexity** (high)

- Low readiness
  - High degree of support needed
    - (Individual Case-Managed Services)

- Moderate readiness
  - Moderate to low degree of support needed
    - (Brief Staff-Assisted Services)

- High readiness
  - No support needed
    - (Self-Help mode)

**Capability** (low)

- Moderate readiness
  - Moderate to low degree of support needed
    - (Brief Staff-Assisted Services)

- High readiness
  - No support needed
    - (Self-Help mode)
A Generic Sequence for Services

1. Initial interview
2. Preliminary assessment (Readiness)
3. Define problem and analyze causes
4. Formulate goals
5. Develop individual learning plan (ILP)
6. Execute individual learning plan
7. Summative review and generalization
Initial Interview

Gain qualitative information about the client's career problem

Screening also occurs at this step
Initial Interview

The process of screening can be simple or involved
Initial Interview

“What brings you here today?”

“I would like to find information comparing the starting salaries of accountants and auditors.”

Concrete request with no problems apparent

No further screening needed
Initial Interview

Problematic use of resources detected by staff,

"Are you finding the information you need?"

If problems are apparent, more careful screening then occurs.
Initial Interview

“I have changed programs of study several times and I am uncertain about the future.”

Vague request - potential problems

More careful screening needed prior to delivering services
Preliminary Assessment

Screening instrument used to provide information about the client’s career problem and readiness for career choice.
Preliminary Assessment

Characteristics of effective screening instruments

• being relatively *quickly administered*
• being *hand scorably*
• having appropriate *norms*
Preliminary Assessment

Selected Hand-Scoring Screening Measures
  Career Decision Scale
  My Vocational Situation
  Career Decision Profile
  Career Factors Inventory
  Career Beliefs Inventory
  Career Attitudes and Strategies Inventory
  Career Maturity Inventory-Revised
  Career Thoughts Inventory
Preliminary Assessment

Selected Hand-Scoring Screening Measures
Career Decision Scale
My Vocational Situation
Career Decision Profile
Career Factors Inventory
Career Beliefs Inventory
Career Attitudes and Strategies Inventory
Career Maturity Inventory-Revised
Career Thoughts Inventory
Define Problem & Analyze Causes

Understand the problem as a gap between where the client is and where the client needs to be.

Consider possible causes.
Formulate Goals

Counselor and client develop goals to narrow the gap
Develop Individual Learning Plan

Help the client to identify a sequence of resources and activities to meet the client’s goals
Execute Individual Learning Plan

Follow-through with the ILP

The practitioner provides

- encouragement,
- information,
- clarification,
- reinforcement, and
- planning for future experiences
Summative Review & Generalization

Discuss progress toward achieving goals

Make plans for future use of career services

Discuss future use of problem-solving skills
The CTI in Preliminary Assessment

A resource for

• Screening
• Needs Assessment
• Learning
What is the CTI?

- Self-administered
- Objectively scored
- 48-Item measure of dysfunctional thoughts in career choice
Terminology

All client materials use "negative" career thoughts instead of "dysfunctional" career thoughts.
Theoretical Basis of the CTI

- Cognitive Information Processing Theory
- Beck’s Cognitive Theory
Pyramid of Information Processing Domains

- Meta-cognitions
- CASVE Cycle
- Self Knowledge
- Occupational Knowledge

EXECUTIVE PROCESSING DOMAIN

DECISION-MAKING SKILLS DOMAINS

KNOWLEDGE DOMAINS
CASVE Cycle

- **Communication**: Identifying the problem - the gap
- **Analysis**: Thinking about alternatives
- **Synthesis**: Generating likely alternatives
- **Valuing**: Prioritizing alternatives
- **Execution**: Taking action to narrow the gap
8 CIP Content Dimensions

- Self-knowledge
- Occupational Knowledge
- Communication
- Analysis

- Synthesis
- Valuing
- Execution
- Executive Processing
CIP Readiness Model

- Complexity (high)
- Capability (low)
Beck’s Cognitive Theory

Dysfunctional cognitions have a detrimental impact on behavior and emotions.
Beck’s Cognitive Theory

Dysfunctional cognitions can be replaced with functional cognitions by

• Cognitive restructuring
• Collaborative empiricism
• Attention to emotions, and
• Development of an effective helping relationship
Use of the CTI & CTI Workbook

• Screening
• Needs Assessment
• Learning
Screening

• CTI Total Score - A single global indicator of dysfunctional thinking
• Help practitioners decide how much help an individual needs
• The practitioner makes a decision - Tests do not make decisions
Career Thoughts Defined

Outcomes of one’s thinking about

- assumptions,
- attitudes,
- behaviors,
- beliefs,
- feelings,
- plans, or
- strategies

related to career choice
Screening

For all normative groups, higher CTI Total scores are associated with lower scores on

• vocational identity,
• certainty, and
• knowledge about occupations and training
Screening

For all normative groups, higher CTI Total scores are associated with higher scores on

• indecision,
• neuroticism, and
• vulnerability
Screening

Adults with Higher CTI Total scores also tend to have

• a greater need for information,
• be less decided,
• perceive more barriers to choice, &
• be more anxious.
Screening

College students with Higher CTI
Total scores also tend to be
• less decisive and
• more depressed
Screening

High School Students with Higher CTI Total scores also tend to
• lack self-clarity
Needs Assessment

Identifying the specific nature of dysfunctional thinking

CTI Construct scores

• Decision-making confusion
• Commitment anxiety
• External conflict
Decision-Making Confusion

Inability to initiate or sustain the decision making due to

– disabling emotions

– a lack of understanding about decision making
Commitment Anxiety

Inability to commit to a specific career choice, accompanied by decision making anxiety
External Conflict

Inability to balance self-perceptions with input from significant others

Difficulty in assuming responsibility for decision making
Needs Assessment

CTI Construct scores related to capability
  • Decision-making confusion
  • Commitment anxiety

CTI Construct scores related to complexity
  • External conflict
Learning

Use the CTI and CTI Workbook to help clients:

• Identify
• Challenge
• Alter
• Act
1. Identifying Your Total Amount of Negative Career Thoughts
2. Identifying the Nature of Your Negative Career Thoughts
3. Challenging and Altering Your Negative Career Thoughts and Taking Action
4. Improving Your Ability to Make Good Decisions
5. Making Good Use of Support from Other People
Use of Metaphors

• Common, simple representations of concepts - linked to more abstract constructs
  – Stone wall - impact of negative thoughts on decision making
  – Uneven stone wall - priorities for cognitive restructuring
  – Cooking with a recipe - the content and process of decision making
Low Amount of Negative Career Thoughts
High Amount of Negative Career Thoughts
Amount of Negative Career Thoughts
Identifying the Nature of Negative Career Thoughts
Identifying the Nature of Negative Career Thoughts

Decision-Making Confusion
Identifying the Nature of Negative Career Thoughts

Decision-Making
Confusion

Commitment
Anxiety
Identifying the Nature of Negative Career Thoughts

- Decision-Making Confusion
- Commitment Anxiety
- External Conflict
Improving Your Ability to Make Good Decisions

### Recipe for Career Decisions

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge about myself</td>
<td>1. Realize I need to make a choice</td>
</tr>
<tr>
<td>2. Knowing my options</td>
<td>2. Make sure I understand myself and my options</td>
</tr>
<tr>
<td>3. Knowing how I make decisions</td>
<td>3. Expand &amp; narrow my options (as needed)</td>
</tr>
<tr>
<td>4. Thinking about my decision making</td>
<td>4. Choose an occupation or field of study</td>
</tr>
<tr>
<td></td>
<td>5. Implement my choice</td>
</tr>
</tbody>
</table>

**Knowing**

**Doing**

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*Recipes*
Recipe for Career Decisions

Ingredients

1. Knowledge about myself
2. Knowing my options
3. Know how I make decisions
4. Thinking about my decision making

Steps

1. Realize I need to make a choice
2. Make sure I understand myself and my options
3. Expand & narrow my options (as needed)
4. Choose an occupation or field of study
5. Implement my choice

Knowing

Doing
Appropriate Users of the CTI

- 11th and 12th grade high school students
- College students
- Adults
Readability

• CTI - 6.4 grade level
• CTI Workbook - 7.7 grade level
Administration and Scoring

- Review directions with the user
- User completes the CTI in approximately 7-15 minutes
- Practitioner completes hand scoring in 3 - 5 minutes (or the user in some group settings)
Diversity Issues

All items associated with gender and ethnicity were dropped from the CTI
Diversity Issues

Consider the impact of group membership on career choice

Use the CTI as a stimulus to discuss diversity issues
Professional Requirements

 Screening, Interpretation, and Intervention

• Training in human behavior, helping skills, & assessment
• Training in career development, career services, & cognitive therapy
• Supervised experience in delivering career services
• Familiarity with the CTI, CTI Workbook, & Professional Manual
Professional Requirements

Screening and Referral

• Training in helping skills & assessment
• Training in career development & career services
• Supervised experience in delivering career services
• Familiarity with the CTI, CTI Workbook, & portions of the Professional Manual
Normative Data

• Adults (n=571)
• College students (n=595)
• 11th & 12th grade high school students (n=396)
• College & adult clients (n=376)
• Neutral in terms of gender & ethnicity
• Geographically diverse
• Importance of local norms
Reliability

- Internal consistency
- Stability
Validity

- Face
- Content
- Construct
- Convergent
- Criterion
Utility

• Quickly administered
• Rapidly scored
• Easily interpreted
• Easily integrated
• Inexpensively used
Case Studies

• Karen
  — 38 year old female seeking assistance at a community college

• Jeff
  — 20 year old sophomore seeking assistance from a college counseling center

• Carmen
  — 17 year old high school senior participating in a classroom guidance unit
Questions for Processing Cases

• What can you say about this individual’s level of readiness based on the information provided?

• What interventions would you use to help this individual?
Screening & Selecting Options
Screening & Selecting Options

Figure 1

Individual Choice
Screening & Selecting Options

Figure 1

- Individual Choice
- Independent Use of the Internet or Other Resources
Screening & Selecting Options

Figure 1

- Individual Choice
- Independent Use of the Internet or Other Resources
- Self Referral
- Brief Screening Career Center Reception
Screening & Selecting Options

Figure 1

Individual Choice
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening
  - Career Center Reception
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening
  - Career Center Reception
- Self-Help Services
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening
  - Career Center Reception
- Comprehensive Screening
  - Career Center Library
- Self-Help Services

Self or Staff Referral
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening
  - Career Center Reception
- Comprehensive Screening
  - Career Center Library
- Self-Help Services
Screening & Selecting Options

Figure 1

- **Individual Choice**
  - **Brief Screening**
    - Career Center Reception
  - **Comprehensive Screening**
    - Career Center Library
- **Brief Staff-Assisted Services**
Screening & Selecting Options

Figure 1

Individual Choice

Brief Screening
Career Center Reception

Comprehensive Screening
Career Center Library

Individual Case-Managed Services
Screening & Selecting Options

Figure 1

- Individual Choice
  - Brief Screening
    - Career Center Reception
  - Comprehensive Screening
    - Career Center Library
- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services

Self or Staff Referral
Screening & Selecting Options

Figure 1

- **Individual Choice**
- **Brief Screening**
  - Career Center Reception
  - Self or Staff Referral
- **Comprehensive Screening**
  - Career Center Library
  - Self or Staff Referral
- **Self-Help Services**
- **Brief Staff-Assisted Services**
- **Individual Case-Managed Services**

- Independent Use of the Internet or Other Resources
- Self Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services
Cost-Effective Career Services

Avoid overserving or underserving individuals by using readiness assessment (screening) to match needs with services.
Cost-Effective Career Services

The right resource used by the right person with the right level of support at the lowest possible cost
For Additional Information

www.career.fsu.edu/techcenter/

Thank You